



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

then have to be removed. As for *at nede*, cf. ll. 755, 864, 1000, 2073.

Line 1257. *to* after *for* appears to be superfluous:

And began for angre byttryly to wepe.

Line 1700: Read *as for*. Cf. ll. 1793, 1821, 1828, etc.

Line 1701. The period is to be replaced by a comma.

Line 1785. Insert *see* before *me behynde*.

Lines 2066 f. The sense seems to require the following punctuation:

That to dyscerne I purpose nat to deele  
So large by my wyll, hit longeth nat to me.

Cf. also, ll. 1634, 1637.

Note to l. 270: 'Words like *sad*, *wise* and *end* are dissyllabic in Chaucer.' Certainly *sad* and *wise* not always.

Note to l. 340: '*in hys gyrdyll stede*=in place of his girdle.' Most likely, *gyrdyllstede* is to be taken as *one* word; cf. *Rom. of the Rose* 826, *And smalish in the girdilstede*=*Rom. de la Rose* 805: *Et gresles parmi la ceinture*; see Mätzner, and Stratmann-Bradley.

The edition of the *Assembly of Gods* is the first number of *English Studies* published by the University of Chicago, and, at the same time, forms a regular issue of the Early English Text Society. Thus it emphasizes, in an eloquent manner, the common interest in the literary past which unites the Anglo-Saxon races on both sides of the Atlantic.

FREDERICK KLAEBER.

*University of Minnesota.*

### GOETHE.

*Goethe's Iphigenie auf Tauris*. Edited by LEWIS A. RHOADES, PH. D. Professor of German at the University of Illinois. Boston: 1896, D. C. Heath & Co. 16mo, pp. xxx, 139.

THE above edition is to be welcomed in a field already occupied by several English editions, because it is an earnest attempt to give us an edition worthy of such a drama, and one embodying the latest results of Goethe-study. The spirit of high endeavor meets one at every turn. There is an utter absence of cheap scholarship. Obviously, a criticism of

the volume will be concerned, not with the editor's aim, but with his powers of execution.

By way of introduction twenty-five pages are devoted to the composition, sources, critical study of the drama, and the meter. It is an ably outlined and ably written Introduction. Our criticisms of it relate to minor particulars. We should personally prefer, for instance, that in a student's edition less space than one and one-half pages be given up to a discussion of just when the thought of writing *Iphigenie* first formed itself in Goethe's mind: or that less space be devoted to the Neoptolemus Motif. Our chief criticism, however, is that the Introduction, in its attempts to do justice to the Greek sources of the drama, fails to place a sufficiently strong emphasis upon the modern spirit pervading it. For after all, *Iphigenie* is essentially modern in spirit, in spite of the fact that it is Greek in subject and, as Buchheim adds in his Introduction,

"in the harmonious beauty of the piece as a whole, in the calm dignity which pervades the action, and the unsurpassed majesty of the language."

Buchheim lays marked stress upon this modernness of spirit: in so far, his Introduction seems to us better than that of the edition under review, in other respects the latter seems preferable.

The notes occupy forty pages and are for the most part excellent. In extent they are twenty-four pages less than in Buchheim's edition, but will be found ample enough in nearly every instance. In passing, attention should be called to the note upon line 341. It reads: "*bringt* in the sense of *gebären* with which it is etymologically connected." We know of no such connection between *bringen* and *gebären*.

A bibliography closes the volume. The text is that of the Weimar edition.

The print is superior to the text of the Buchheim edition, by reason of the greater length of line attendant upon better spacing, although, on the other hand, the type, while clear, is inferior in point of blackness both to the Buchheim and the admirable Weimar edition.

The general make-up of the book is agree-

able, and, taken all in all, the new edition is a highly creditable one.

A few typographical errors have been noted: Introduction, p. xxv, *onef o* for *one of*; Notes, p. 98, Gr.—for Gr. *ὁῦγγονοι*; p. 105, l. 319 for 321; p. 109, l. 421, *Artimis* for *Artemis*; p. 116, l. 765, for 766; p. 122, l. 1094, *Erfühl* for *Erfüllt*.

W. A. ADAMS.

Yale University.

### ENGLISH GRAMMAR.

*An English Grammar for the Use of High School, Academy, and College Classes*, by W. M. BASKERVILL and J. W. SEWELL. New York: 1896.

MESSRS. BASKERVILL and SEWELL are to be congratulated on the excellence of their *English Grammar*. They consider grammar as an historic growth, and their treatment is logical in that it is historical. While the learner is spared the infliction of details necessary to a more technical knowledge of modern grammar, he is yet given such a view of the history of certain forms as will enable him to grasp with readiness their signification at the present day. Thus the relation between the singular and plural of the third personal pronoun is briefly stated, so that the pupil may see the cause of the present difference in form. Similar examples of this wise reference to historical development are seen in the treatment of the forms of irregular comparison, the use of the present for the future tense, and the irregular conjugation of strong and weak verbs. The statement that "*bad* and *ill* were borrowed from the Norse" is only half true; *ill* is Norse, but *bad* probably comes from A.-S. *gebæded* (see *The Oxford Dict.*).

The many examples quoted are taken from "the leading or 'standard' literature of modern times; that is, from the eighteenth century on. This *literary English* is considered the foundation on which grammar must rest."

"Spoken or colloquial English" is also quoted to show certain phases of development, and specimens of survival in modern speech. The standard quotations are almost invariably from the best authors, but one must object to *The Critic* as being considered a standard, especially when it is held responsible for such a

sentence as this: "The Messrs. Harper have done the more than generous thing by Mr. Du Maurier." The specimens of colloquial English are such as have acquired very general use in vulgar speech, and admit of a more or less general classification; such are the use of the nominative for the objective, as "between you and I," the objective for the nominative, as "Whom they agree was rather nice looking," etc.

The book is divided into three parts; i. The Parts of Speech, and Inflection; ii. Analysis of Sentences; iii. The Uses of Words, or Syntax.

A very good feature of the *Grammar* is the clearness of the definitions. The authors generally begin with an illustrative example, in order that they may the more readily lead up to what they intend to define; the pupil has in his mind the concrete functions of the abstract conception. Thus, in the treatment of Nouns, a sentence is quoted containing illustrations of the principal kinds of nouns, which are explained in relation to their signification. The pupil is now ready to understand the definition.

The distinction between the verbal noun, and the participle and gerund is carefully observed. In many older Grammars a false distinction was made to exist between the verbal noun and the gerund.

In the treatment of Gender, the illogical classes of "neuter gender" and "common gender" are done away with, by considering gender as founded on sex; where the sex is not known by the word itself, or by some other word in the immediate context, the word is said to be not of "common gender" but a "neuter noun." Thus in "A little *child* shall lead them," *child* is a neuter noun; but in "A curious *child* applying to *his* ear," *child* is masculine gender, because the pronoun *his* denotes the male sex.

Person is not now regarded as a distinction of nouns. The older method of considering the noun as being of the same person as the pronoun with which it is in apposition, is no longer tenable. Nor is it proper to regard all nouns as of the third person. The three persons are preserved by our authors for the personal pronouns, though the third person is paradoxical.